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Novice Faculty Development at Public Universities in Azerbaijan

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STATEMENT OF AUTHENTICITY

I have read ADA's policy on plagiarism and certify that, to the best of my knowledge, the content of this thesis, entitled (Novice Faculty Development at Public Universities in Azerbaijan), is all my work and does not contain any unacknowledged work.

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Abstract

This study aimed to explore the phenomenon of novice faculty development by learning the perception of support from administration and experienced faculty members at Higher education institutions (HEIs); to find out the difficulties that novice faculty members encounter in their early years of being a member of academic staff at HEIs and to contribute to the development of novice faculties at HEIs in Azerbaijan. The issue had never been explored in Azerbaijan. In this regard, it was thought to be necessary to include the study's inadequacies in the literature. This study was significant in terms of adding to the theoretical and practical aspects of novice faculty development, which may be necessary in the Azerbaijani setting. The target population of the study was faculty members and administrative staff members at public HEIs in Azerbaijan. The sample size of the study consisted of 4 novice faculties, 4 experienced faculties, and 4 heads of departments at four public HEIs. Semi-structured interviews were employed to gather the data.

According to the findings of the study, HEIs had not identified novice faculty development as a policy mechanism. There was not a formal induction process in place for newly hired faculty members to help them build their professional skills and adjust to their new jobs. Communication, teaching approaches, and differing student mindsets were all major challenges for new faculty members, according to the research. With regard to support from administrative staff and experienced faculty members, it had been revealed that permission for class observation, assistance with class materials were the main types of support that they provide for the novice faculty members.

Keywords: novice faculty, higher education, professional development, induction, mentoring.

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Chapter I: Problem statement

Higher education institutions (HEIs) are gradually addressing issues to attract qualified teachers and managers to the teaching and learning process (European Training Foundation, 2020). Harvey (2006) defines Higher education quality as a transformation, which entails growth. According to Rodgers et al. (2014), educational leaders see a comprehensive teacher education program as a form of higher education staff development that aims to ensure that new faculty members have the necessary abilities and skills, as well as to provide opportunities, resources, and structures to support the formation of a community of practice among faculty members from various disciplines. Considering that one of the important components of higher education is novice faculty (Altbach, 2007) who are just stepping into the profession, their presence should be taken into consideration while staff development. The majority of the novice faculty members encounter a number of challenges related to their functions and the demands of the academic environment from them. Waddel et al. (2016) state that throughout the career continuum, faculty members are under increasing pressure to develop and publish as an early career academic while embracing new technologies and pedagogies as an instructor. Once they step into the profession, "multiple and competing priorities within a dynamic and changing academic environment can pose significant challenges for new faculty" (Waddel et al., 2016, p.60). Likewise, in their early years, new faculty members indicate a desire to interact with colleagues as well as get assistance navigating the organization's political fabric and support for efficient operation (Gazza & Shellenberger, 2005; White, Brannan, & Wilson, 2010). Academics generally believe that new lecturers' professional growth should occur within the community formed by the lecturer's designated center and department (Marcos at al., 2014).

Given contemporary issues regarding higher education (HE), improving the teaching and learning environment is identified as a priority objective in the State Education Strategy on the Development of Education in Azerbaijan (2013). The quality of higher education is mainly associated with staff quality and staff quality is a current topic of debate in the developing world (Zemichael, 2020). Considering the personal experience of the research practitioner as a good source of ideas to touch upon the research problem (Bryman, 2007), I reflected on my undergraduate years. My reflections were the observations of one of the new undergraduate program faculty members' anxiety and excitement while explaining topics in front of us. Despite all my and fellow students' complaints about that novice faculty, senior faculties allowed her to observe their lectures to learn how to communicate and interact with us. Based on my past undergraduate experience, I decided to study novice faculty development at certain public universities.

Significance of the Study

In particular, development of novice faculty and types of support provided for them has never been an issue for discussion in Azerbaijan. This study set the groundwork for the notion of novice faculty development in higher education institutions (HEIs) in Azerbaijan. By developing a better perception of how novice faculty could be supported in HEIs, this study could make a number of contributions at an institutional, governmental and societal level.

At an institutional level, all HEIs in Azerbaijan would be able to review their system of hiring new academic staff and professional development of them in the early years. Higher education institutions would also have a deep understanding of basic needs of their new

academic staff so they could make a proper trajectory for the professional development of novice faculties.

At the governmental level, it may also advise the Ministry of Education of the Republic of Azerbaijan to have a specific policy requirement aligned with the law on education for the HEIs to develop a particular induction process for their novice faculties.

At a societal level, this study could also contribute to development of the service delivery in HEIs in Azerbaijan which experience the same problems. Since the goals of higher education are not only to teach content but also to promote students' interpersonal and critical and analytical thinking skills, empathy, and civic engagement dedication.

Purpose of the Study

- To explore novice faculty members' experience in the early years of their careers.
- To identify possible challenges novice faculty members encounter in the early years of their careers.
- To shed light on support for novice faculty members may receive from administration and senior faculty members at public universities in Azerbaijan.

The Research Questions

What are the challenges novice faculty members encounter in their early years of teaching?

What are the perceptions of novice faculty members on existing support from administration and senior faculty members?

Definition of Terms

*Higher education***:** It is a post-secondary learning, also known as tertiary or third-level schooling, or a final phase of institutional education that involves research programs, which are frequently given in universities and institutes of higher education that award academic qualifications or professional certificates (Deshpande, 2014).

Academic staff: Personnel whose principal responsibilities include teaching, research, or public service. This includes employees with academic ranks such as professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic positions. Personnel with other titles (e.g., dean, director, associate dean, assistant dean, chair, or head of department) are included in this category if their primary activity is teaching or research (OECD, 2001).

Faculty member: This term refers to a person who works for a university's department or division. They are frequently assigned to continuous positions in tenured, tenure-track, or instructor roles (Mancing, 1991).

Novice faculty member: Novice faculty member is defined as an individual who has earned a master's degree, which is the minimal requirement for this position, and have begun teaching undergraduate courses in higher education as an adjunct instructor with less than five years' experience (Kim & Roth, 2011).

Professional development: A huge spectrum of advanced training, formal schooling, or extensive career development aimed at assisting executives, instructors, and other professionals in improving their expert knowledge, competence, skill, and efficiency (Leibowitz, 2017).

Induction: Initiations or orientations to a role that equip novice educators with the concepts and resources they need to start their careers as educators, as well as particular assistance to enable them fulfill quality requirements (Kaufman, 2007).

Mentoring: A collaborative learning interaction in which a mentor and mentee work cooperatively and engage together to attain interdependent goals that will help the mentee acquire the skills, talents, expertise, and cognition (Schlichte et al., 2005)

Chapter II: Literature Review

The Higher education system (HE) in the Republic of Azerbaijan ensures highly qualified specialist education on the basis of full secondary education and secondary vocational education, taking into consideration the demands of society and the labor market. Specialist training in higher education institutions (HEIs) has three stages: Bachelor, master and doctorate degree (Law on Education, 2009). Most of these HEIs are institutions specialized in a certain area (six with a military training concentration, for example), while 15 are general HEIs offering a diverse variety of academic programs. (European Commission, 2017). Within the teaching profession at HEIs, several titles exist: Lecturer, Doctor of science, Doctor of Philosophy, Associate Professor, Professor-Emeritus.

Figure 1

Hierarchy of Positions.
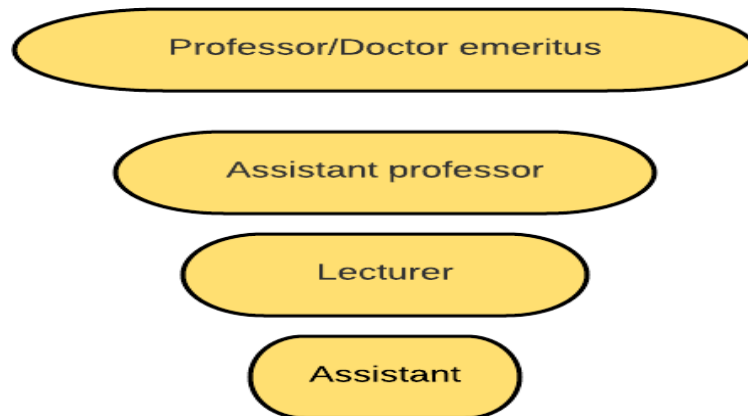
According to the report by the European Commission (2017), those applying for teaching positions in HEIs typically need a PhD while master's degree holders may be considered for certain roles. Highly educated professionals with a higher education (Master's degree) who have 5 years of scientific-pedagogical or production experience and have scientific publications may compete for the position of senior teacher (European Commission, 2017). According to (Cabinet of Ministers, 2010), lectures, seminars and laboratory classes are held for large groups of students at several HEIs. The density in the study groups is determined by 15-30 people, depending on the material and technical foundation.

Lecturers in higher education must plan their lectures in accordance with the curriculum which specifies learning outcomes and content standards, subjects, number of weekly lessons and extracurricular hours, organization of pedagogical process, system of assessment and monitoring of learning outcome (Cabinet of Ministers, 2010). However, the teaching methods they must employ are not specified (European Commission, 2017, p. 8). Furthermore, according to the European Commission (2017) there are not special programs for the initial education of future academic staff in higher education (p. 13). The absence of it could lead new lecturers to frequently use teaching tactics that they learned during their own schooling, regardless of whether they are appropriate for the audience or the course being delivered. (Prosser et al., 2003) which in turn can be a threat for the staff quality that Zemichael (2020) sees as a fundamental element in determining the effectiveness of higher education in developing countries.

Novice lecturers, also known as neophyte lecturers, play a vital role in higher education institutions since they are the fundamental factors affecting the quality of higher education. Most of these new instructors have recently finished university and are fascinated by the prospect of working as a lecturer (Hong & Abdullah, 2020) and the early phases of their

careers include the process of adjusting to their new role as instructors (Hong & Abdullah, 2020). Thus, educational research related to teachers' competency is serious when attending to the demands of novice faculty members and enhancing the professional skills of experienced ones since all of them must encounter the problems of sophisticated 21st century society (Altbach, 2007). By conducting this literature review, the researcher aims to shed light on the challenges related to academic, administrative and teaching experience of novice faculty members once they step into the profession in higher education and their perception of existing support from the senior faculty members functioning at the same community.

Occupational Adaptation

Novice lecturers are individuals who have recently completed their doctorate or master's degree and must transfer from being a student to being a lecturer. In order to adapt to the current workplace climate, new lecturers must continue to learn and improve while fulfilling their professional responsibilities. Lecturers are finding it difficult to adjust to their new responsibilities due to a severe workload and life stresses (Hong & Abdullah, 2020). The term Occupational adaptation determines the relation between people, their jobs, and their surroundings in response to occupational obstacles (Boisselle & DaLomba, 2018). Occupational adaptation, according to Gajda (2019), is the process of acclimating newly hired individuals to their new working conditions. She also emphasizes that, while starting a new job in a new setting can be difficult, it is also the most essential phase in their lives because they are just starting their careers (Gajda, 2019). Lecturers work in a highly specialized field that requires sophisticated professional knowledge, and it is their job to continually develop their skills (Mwanza-Kabaghe & Mofu-Mwansa, 2018). This issue becomes more problematic when an individual has just

stepped into the profession. It takes time for new academics to adjust to their new jobs. Such a development will not happen overnight, nor will it be easy. The development of lecturers' occupational adaptability necessitates not only individual improvement of professional skill and psychological quality, but also university and societal support and assistance (Hong & Abdullah, 2020). Moreover, occupational adaptation has been found to have a significant positive correlation with professional identity in a study conducted by Jin and Fan (2017) that took eighty-three novice lecturers from a university in Beijing as a sample. Novice lecturers would be severely influenced when they perform practical work at the university which leads to professional anxiety and pressure due to the absence of extensive understanding of the profession in the early phase and high occupational demands (Hong & Abdullah, 2020). Novice teachers are frequently isolated; they are frequently allocated to students with the most challenging issues, have no mentor, and are unable to continue to build the skills they acquired as student teachers without professional learning (Bickmore, 2013). In the beginning, novice lecturers have limited knowledge about their profession, and their occupational expectations are unrealistic. Thus, to avoid isolation, minimize anxiety, and encourage well-grounded professional development, social networks and engagement in learning communities are essential (Martinez et al., 2019). In a qualitative study conducted with 60 novice faculty members by Martinez et al. (2019), the participants mentioned they had difficulties when it comes to the full command of the content, transmission of knowledge, personal traits and communication skills, theory-practice distinction and assessment procedures (Martinez et al., 2019).

Communities of Learning

Ortlieb et al. (2011) see novice faculty development as transformative learning is a constructivist theory (Mezirow, 2000) that sees learning as a continuous process of interpretation based on human interactions. In a qualitative study conducted by Ortlieb et al. (2011) which was structured Maanen and Barley's notion of a learning community, it has been found the main challenges of them are being unaware of the level of importance of the task that they are supposed to do, discovering the meetings and events that are mandatory or suggested, advising students, and immense pressure to publish. All the faculty interviewed in the conducted study states the importance of co-development, collaboration, reflection and co-creation with other novice faculty members as coping and support mechanisms in their initial years of maturation as a faculty member. Besides, Newmann (1994) refers to such issues by saying that they can be handled by implementing the concept of a learning community in which norms, values, and practice are shared. Furthermore, Wenger (1998) argues in Communities of Practice that learning is not an isolated process apart from any other human activity; rather, it should be viewed in the context of "actual experience of participating in the world" (1998, p. 3). A community of practice, according to Wenger (1998), is a unique product of three key features. A domain of knowledge that provides a common foundation and feeling of shared identity, a network of individuals who care about the domain and help to construct the communities of learning, and a common practice that the community develops in order to function properly in its area.

McDonald and Star (2006), on the other hand, contend that while the concept of community of practice has proven to be effective in the business world and general education as a strategic plan to knowledge management, this is not always the case in higher education institutions. The authors speculate that the increasing competitive structure of higher education,

as well as the conventional notion of 'academic freedom,' which encourages a private and personalized method of classroom instruction rather than a collaborative, collective approach.

Identity Building

Being a novice member of the community (Lave & Wenger, 1991) lead to certain difficulties as novice faculty members are required to adopt particular responsibilities, and adjust to the often tacit regulations of organization despite lacking instructional experience. Furthermore, considering that they are starting to be a part of an existing and sophisticated system where socio-cultural and micro political relations are in place, the issue of identity is crucial for the purpose of defining, negotiating and creating an existence for themselves. Moreover, Winter (2009) argues that conflicting professional and administrative job ideologies affect higher education organizations, resulting in inconsistencies between academics' expected or perceived identity and their real experience, as well as expectations from the institution. Academics who are new to the field are frequently unsure of their place in the organization. The primary concerns affecting their professional identity development were discovering what it means to be an academic and understanding the culture of their specific area and how to relate to it (Remmik et al., 2011). Wenger (1998) also sees the notion of identity as a pivot between the individuals and communities. A variety of factors influence the identity development of beginner lecturers, including their motivation in teaching, the balance between their various tasks, the level of perceived insecurity, their willingness to ask for help, and their awareness of isolation. According to Remmik et al. (2011), novice lecturer's development of professional identity also takes place in the process of their learning and adapting to the community as a result of a dialogue between self and external reality (Hermans & Dimaggio, 2007). Nevertheless, Remmik

et al. (2011) emphasize community in the organization as an apparent beginning point for generating a feeling of belonging, identity building or getting the approval of coworkers. Wenger (1998) also sees the notion of identity as a pivot between individuals and communities. The formation of a novice lecturer's identity is influenced by a number of elements, including their passion in teaching, the balance between their various tasks, the level of perceived insecurity, and their willingness to ask for assistance (Remmik et al., 2011). The primary concerns affecting their professional identity development were discovering what it means to be an academic and understanding the culture of their specific area and how to relate to it (Remmik et al., 2011). A novice lecturer may have contradictory responsibilities (being a doctoral student and a lecturer at the same time), which can cause conflicting feelings in their connections with fellow students and workmates. According to Remmik et al. (2011), despite feeling "selected" because of the education assigned to them, new lectures are unsure if they can manage the obligations and obstacles they would confront. Failures are always taken as evidence of their own total incompetence. Novice faculty members have certain challenges in admitting that their expectations of their own competencies are not always met in terms of their imagined career path and the real life experience (Remmik et al., 2011).

Professional Development

According to existing literature, while faculty members execute a variety of complicated duties, they have little training or opportunities for professional development to perform those duties effectively. The majority of the teachers I worked with were not inept underachievers who sat quietly by on their tenure. They work long hours, but they did it too often alone, with little professional advancement (Bickmore, 2013). The seasoned instructor, like the novice, struggles

in isolation. Too many people make it through their careers without prospering. They might

rediscover their passion of learning and teaching if they used their expertise to engage in

dialogues with others (Bickmore, 2013). If newly minted teachers are to remain dedicated to the

profession, they will discover ways of breaking away from the typical isolation of teaching.

Some practical examples of purposeful professional development activities include strategies to

connect new instructors to a group of colleagues and find satisfaction in collaborative work

(Bickmore, 2013). Martinez et al. (2019) see the professional development of university teachers

as a significant revolution in which knowledge and learning are generated, managed, and

distributed. When educators who are new to the profession take an active role in professional

development and mentoring that encourages collective participation, focuses on content, and

empowers cohesion to and alignment with norms and assessments, they are more likely to

establish and practice classroom teaching methods that emancipate learners and themselves

(Garet et al.,2001).

Mentoring as a Form of Professional Development

Mazerolle (2018) emphasized the importance of mentoring by seasoned faculty on a

professional development of novice faculty saying that "peers or ''academic friends'' offer

psychological support, as they often share their experiences to demonstrate "success is viable and

to promote successful entry into the culture" (Mazerolle et al., 2018, p. 266). With one mentee

(new professional) and one mentor (seasoned professional), the mentorship interaction is

frequently considered as developmental, with the mentor ready to provide advice, guidance, and

direction that can concentrate on smooth socialization into the workplace (Williams, 2013). In

their study, Mazerolle et al. (2018) refer to their respondents who defined mentoring as the

exchange of essential institutional knowledge and career objectives, and also ongoing support for research initiatives and funding accomplishment while experiencing positional induction and seeking out help. Basically, anyone moving into a new career may necessitate the assistance and guidance of numerous mentors, each of whom can provide various areas of skill, knowledge, or previous experiences (Mazerolle et al., 2018).

On the other hand, Sands et al. (1991) state their concerns about the mentoring in a university environment where the interaction is usually between a distinguished professor and a graduate student. The situation is slightly different when a faculty member mentors another faculty member. On a divisional level, lecturers are colleagues. People who are mentored by colleagues find themselves in an unequal and vulnerable place in regard to those who will be making judgments about their stay and advancement at some point in the future (Sands et al., 1991). Because of the complex concerns that surround a faculty-faculty mentoring connection, the partnerships that do shape may vary considerably from those created between a university professor and a student (Sands et al.,1991).

The reviewed literature suggests that any support from colleagues in community of practice or mentoring activities within the organization is beneficial for the professional growth of a novice faculty. A major limitation of this literature is that there is no conducted research in Azerbaijani HEIs in terms of professional growth of novice faculty and the difficulties that they encounter in their early careers. Moreover, according to the report by the European Commission (2017) which describes an overview of higher education in Azerbaijan, novice faculty members are not provided with any professional development in their early years of being a faculty member. Current research focuses on what are the barriers and what kinds of support exists for novice faculties at public universities in Azerbaijan.

Chapter III: Methodology

Research Paradigm

Considering paradigms, this qualitative study was explored from an Interpretivist perspective which emphasizes the subjectivity of reality (Willis, 2007). As a researcher intervening in people's lives, I tried to see the world through the eyes of others (Cohen & Manion, 1994) by listening to different cases from three different perspectives and analyzing their experience. Hence, emphasis was put on understanding people and their interpretation of the society around them and the key belief was that reality was socially built (Bogdan & Biklen, 1998).

Research Design

As the aim of this study was to explore the perceptions of novice faculty members on existing support from senior faculty members and administration, a qualitative explorative approach was considered more appropriate. Yin (2018) explained qualitative study as exploring the relevance of people's lives in real-life situations, expressing the people's thoughts and perceptions in a context in which individuals interact.

I employed a semi-structured interview known also as a qualitative interview (Yin, 2018). To explore in greater detail the types of challenges that novice faculty encounter in their early years of being a faculty member and to shed light on the role of support for novice faculty from senior faculty members and administrative staff members at public universities regarding their academic, administrative and teaching issues. Since my connection with the participants were not totally scripted, using semi-structured interviews allowed me to ask probing questions. In qualitative interviews, I tried to understand a participant's world by concentrating efforts on the

meanings of the participant's words and phrases. The flow of questions was controlled by a questionnaire and necessitated ongoing thought and effort on the part of me as an interviewer (Yin, 2018). I organized a set of open-ended and closed-ended questions to interview each participant in 45-60 minute since providing only close-ended questions limits the capacity of respondents in the study to supply detailed explanations and data about their experiences (Brodsky & Given, 2008). Participants accommodating in Baku were invited to a face to face interview. I visited the one of the two region to interview the participants there. However, those accommodating in another one were interviewed online.

Research Site

The research was conducted at four higher education institutions. Two of them were the public university in Baku, one of them was public university in one of the regions and another one was the affiliation of a public university located in the region. The rationale behind the decision in selecting these sites was not limiting access to a single institution. The sample from different regions of the country helped me not to restrict research sites to a single institution to be provided with a chance for an interview. Different experiences were beneficial to get a better understanding of a phenomena since each region was the representative of the different parts of the country. The perception of people might differ depending on their geographical situation and it helped me to have countrywide data to analyze.

Participants

The participants of this study were the faculty members, novice and experienced faculties, and administrative staff, working in four higher educational institutions mentioned above. The data were collected from four different perspectives: Novice faculties who were in the field for less than five years, experienced faculties and heads of departments since the research questions of the study focused on pedagogical, academic, and administrative support from the university community (See Table 1).

Table 1

Respondents of the study

Higher Education Institutions (HEIs	Novice Faculties with less than five years' experience	Experience faculties with more than five years' experience	Heads of departments
Public University in Baku	1(Female)	1(Female)	1 (Female)
Public University in Baku	1(Female)	1(Female)	1(Male)
Public University in a region	1(Female)	1(Female)	1(Male)
Affiliation of a public University in a region	1(Female)	1(Female)	1(Male)

Sampling

I adopted a convenience sampling technique in which I selected persons and institutions that are easily accessible to investigate the central phenomenon (Brodsky & Given, 2008). According to Brodsky and Given (2008), respondents in a convenience sampling were those who can supply in-depth data on the intended setting. The sampling method enabled me to choose the people from whom I learnt a great deal about the topic that I was studying. The sampling size was expected to be three participants for each category respectively. In total, the sample size was supposed to be 12 people, three novice, three experienced faculties, and three heads of departments they were working under.

To invite selected individuals to participate in the study, I contacted them via email. As I collected data from three different categories of participants, my aim was to have rich data embedding different perspectives. The purpose in choosing novice faculty was to investigate whether there was any support from the academic and administrative community provided. By including the experienced faculty members, I intended to reveal whether they considered such support as part of their responsibilities and organizational duties or not. Finally, the rationale behind including administrative staff was finding whether these four higher education institutions provided support to novice faculties or not.

Data Analysis

Considering qualitative research produces rich data (Patton, 1990), Researchers should identify and evaluate the verbal (or visual) nature of data when analyzing it so that they may make statements whether the dimensions and patterns of data have been reached directly or indirectly (Flick, 2014). Considering all the aforementioned insights, I intended to transcribe

the interviews. After having the transcription of the data, I divided them into units for the purpose of coding and creating categories according to the codes. I applied constant comparative data analysis and compared each meaningful unit with one another. The main aim in coding this data was to ascertain any given support by the learning community in HEIs in Azerbaijan. The data were obtained in Azerbaijani because all of the respondents were from local universities and might not speak English well. The interviews were recorded with their permission to assist me in transcribing the information, and the original interview transcripts were coded subsequently. The codes were thereafter translated into English and double-checked by two bilingual peer reviewers.

Trustworthiness

Given that qualitative research differs from quantitative research in that it was based on assumptions about reality (Merriam & Tisdell, 2016), reliability and dependability of the study were examined in order to guarantee the research's trustworthiness. According to Lincoln and Guba (1985), the naturalists' equivalent of credibility, transferability, dependability, and confirmability was "trustworthiness" of a study. Moving forward should have been accompanied with a focus on the dependability and credibility of the study, which involved doing thorough searches for evidence and counter-evidence, as well as employing transparent research procedures (Yin, 2018). Intervening in the lives of participants was extremely essential to me as a practitioner.

I recorded the interview process to establish confirmability, as this was the preferred technique to display respondents' comments. This technique ensured that the participants' whole conversation was recorded for subsequent analysis. Since the conclusions were based on

respondents' replies rather than any potential bias or personal motivations of me as a research practitioner, the expected faculty interview results were verified.

      Regarding the credibility, I did data triangulation for the purpose of reaching the better understanding of the phenomenon as Patton (2015) explains triangulation, in any form, boosts authenticity and validity by addressing the issue that a study's conclusions were just an artifact of a specific methodology, a single document, or a single investigator's preconceptions. Another method which I used to ensure the credibility of my research findings was a member check as a participant verification strategy. Participant verification was the process of quality control in which I strived to improve the accuracy of my findings and analysis (Rager, 2005). I asked a paraphrased version of the data or the results one more time to ensure the accuracy of what was meant (Coffey & Atkinson, 1996). With the help of this technique, I ruled out the possibility of misinterpreting, my possible biases, and misunderstandings of what participants had said and did and the perspective they had on what was going on (Maxwell, 2013). Moreover, a summary of the study findings was also communicated to the participants to ensure that their opinions were accurately represented in the findings. Merriam and Tisdell (2016) indicated that the master's thesis procedure included peer review, with committee members reading and providing feedback on the study findings. This was one of the strategies that I employed to ensure the legitimacy of my research findings and analysis. Bilingual colleagues who were fluent in both Azerbaijani and English undertook the second form of peer examination. It was crucial since the codes were based on information gathered in the original language.

Ethical issues

According to Yin (2018), I needed to have a high culture of ethics to conduct my study. To assure the study's ethical conduct, I was aware of how to handle ethical difficulties that might have occurred during the data gathering and dissemination phase (Merriam & Tisdell, 2016). My authenticity was firmly linked to the research ethics, which includes guaranteeing the safety and confidentiality of respondents (Merriam, 2001; Yin, 2018). Concerns such as informed consent and data access were addressed within the ethical restrictions in order to protect the respondents' confidentiality.

Positionality Statement

My positionality in this study has originated from my desire to work as an academic staff member in Azerbaijan's Higher Education system in future. My current identity as a graduate student and graduate assistant has also played a role in deciding to study novice faculty development since in the near future, I may also be one of those who has been teaching for HEIs and conducting research.

I have recognized my educational experience, relationships with my peers and instructors throughout my bachelor and master degree education, and the whole community that I have been a part of may have influenced my identity.

Limitations

The study's sample size was limited, which was one of the limitations of the study that I conducted. In total, twelve participants were interviewed. Only one novice faculty, one experienced faculty, and one program director from each university (two universities in Baku, one university in the region and one regional branch) were interviewed. Furthermore, since the majority of the interviewees were female, I was unable to create a fair representation based on gender.

Regarding the sampling technique, I applied a convenience type. For that reason, recruiting faculty members who were willing to participate in the study was challenging. In addition, I prepared the interview protocol in English, however, all of the interviews were conducted in Azerbaijani due to the limited language skills of the instructors and head of departments. Analyzing the interview transcripts in Azerbaijani and transferring the information into codes took more time.

Moreover, since some of the interviews were conducted in the regions, I had to conduct the interviews in two modes: face to face and online. I conducted interviews with two respondents from the region face to face and with other four respondents via ZOOM video call and WhatsApp audio call. Despite all plans to conduct the interview with those who were living in the region via ZOOM, two of them indicated that they did not have a computer at home and that is why interviews with them were held via WhatsApp audio call.

Finally, being a graduate student and a graduate assistant to the professor and not possessing proper professional experience in the field of research may have an influence on this research in a particular way. Due to my lack of expertise, I acknowledged that I may have been

biased in analyzing and interpreting the data. Nonetheless, I attempted to maintain my

involvement to a minimum and be as impartial as possible throughout the process.

Chapter IV: Study Findings

This study aimed to explore novice faculty members' experience in the early years of their careers and to identify possible challenges novice faculty members encounter in the early years of their careers. Besides, the study targeted to shed light on support for novice faculty members may receive from administration and senior faculty members at public universities in Azerbaijan.

Interviews were conducted to receive responses to the research questions below:

What are the challenges novice faculty members encounter in their early years of teaching?

What are the perceptions of novice faculty members on existing support from administration and senior faculty members?

For this reason, I conducted 12 semi-structured interviews (see Figure 2.) in four public HEIs of Azerbaijan. This chapter contains four sections that present findings to the research questions. They are novice faculty members, experienced faculty members, support from department heads, and conclusion (See Figure 3, Figure 4, Figure 5).

Novice Faculty Members' Experience

In higher education institutions (HEIs) of Azerbaijan, instructors, lecturers, assistant professors, associate professors, and full professors as well as teaching, lab, and research assistants were faculty members who taught courses offered for academic credit by an institution. Given the faculty members, novice faculty in this study was defined as the one who obtained a master's degree, which is a minimum qualification for this position. Hence, a novice faculty experience was defined as less than five years of teaching at HEIs. After the data analysis,

certain categories regarding novice faculties' early years' experience became apparent that were, difficulties, competencies, induction, and support (See Figure 3).

Competencies of Novice Faculty Members

All four novice faculties from four different universities specified that having a strong academic background and soft skills, such as communication, time management and empathy were of great importance for teaching in HEIs. A novice faculty at University A stated that in the contemporary world, students were more sophisticated than in the past and the only way to understand them was having right mode of communication and trying to build an apathy between you and your students:

> Bir də tələbəni başa düşmək, bu da əsasdır və tələbəni anlamaq lazımdır. Keçmiş tələbələrlə indiki tələbələr arasında çox fərq var. Bəzən tələbəyə baxarsan, onun hərəkətlərinə, geyim tərzinə baxanda deyərsən ki, "buna heç dərs deməyə dəyməz" lakin sonra semestrin sonuna yaxın anlayırsan ki, əslində elə deyil.
>
> [Understanding the student at once is the key. And you need to understand the student. There is a big difference between past and present students. Sometimes you look at a student and say that it's not worth teaching and then when you start to know them deeply, you realize that this is not the case.]

Noticeably, as a novice faculty member, dealing with students' lifestyles, ways of thinking, and their approach towards the subject remained challenging for her.

Another competence mentioned by all four novice faculty members was their subject knowledge and their ability to transmit it to the audience.

> Ilk növbədə sənin savad səviyyən müəyyən bir səviyyədə olmalıdır. Yəni sən tələbədən az bilməməlisən, ən azından ona öyrətmə qabiliyyətinə malik olmalısan. Nəzəri biliyi nəzərdə tuturam.

[First of all, literacy level must be at a certain level. That is, you should know no less than a student, at least you should be able to teach him. I mean theoretical knowledge.]

Obviously, novice faculties acknowledged that their level of subject knowledge could impact their students' understanding of the subject. Not having a deep understanding of a subject may impede teaching students, and novice faculties were aware of it.

Transmission and application of knowledge into the practice were indicated as main competencies by novice faculty members. Coping with the teaching and learning process depended on appropriate content delivery, meaning students could promptly and properly learn specific concepts and topics of a subject taught by novice faculties. With regard to the competencies, the novice faculty member at University A emphasized:

Bildiyini tələbəyə ötürmə qabiliyyəti olmalıdır. Bu əsasdır. Ola bilər ki, sən həddindən artıq çox savadlısan, lakin bildiyini tələbəyə ötürə bilmirsən. Ədəbiyyat çətindir. Bir var ədəbiyyatı ədəbi dildə danış, tələbə bunu anlamayacaq. Bir var tələbənin başa düşdüyü dildə danış, tələbə yaxşı qavrayacaq.

[You must be able to pass on what you know to the student. This is the basis. You may be too literate, and still be not able to pass on what you know to the student. For example, literature is difficult. When you explain the literature in a literary language, the student will not understand it. Speak in a language that the student understands, they will understand it better.]

Noticeably, teachers should have a deep and flexible knowledge to assist students in creating useful cognitive structures, relating one thought to another, and addressing misconceptions. Faculties are supposed to know how concepts relate to one another and to real life. This type of understanding served as a foundation for pedagogical content knowledge, allowing teachers to deliver concepts to students.

Induction of Novice Faculty Members

Regarding the induction process, novice faculty members of all four universities noted that they had not gone through a formal induction process or mentorship program. They were only allowed to observe class sessions delivered by more experienced faculties.

Considering the adaptation to the academic community, novice faculties from University A, B and C confessed that they had not had difficulties adapting to the environment since they were graduates of their respected universities. A novice faculty at University C reported, "Mən bütün təhsil təcrübəmi demək olar ki bu universitetdə başa vurmuşam və burda demək olar ki, hər kəslə tanışam." [I have almost completed all my educational experience at this university and I am almost acquainted with anyone at this school.] Similarly, a faculty at University B indicated, "Magistraturada təhsil aldığım müddətdə kafedra müdirimizdən iki dərs almışam və ona görə də bu mühitdə daha rahatam" [I have taken two classes of our head of department during my master degree and that is the reason I am much more comfortable in this environment.] They were aware of the community since they were the selected ones from master students. That is why, they had already improved to connect with the target community and increased the relevance of their actions in that community since they got the right reference for getting hired at that institution.

When asked about novice faculties' professional development (PD), half of them indicated that they had never been involved in any professional development activities. Besides, they did not see any importance of engaging in PD. A novice faculty at University A expressed*:*

> Mən köməkçi kimi başladığım üçün işə düzəlmək üçün belə bir şeyə ehtiyacım yox idi. Peşəkar məqsədim tam ştat müəllim olmaqdır və bu əldə edəcəyim elmi dərəcədən asılıdır. Buna görə də bu fəaliyyətləri əldə etməkdə heç bir əhəmiyyət görmürəm.

[I didn't need such a thing to get a job because I started as an assistant. My professional purpose is to be a fulltime lecturer and it depends on the scientific degree that I am going to get. That is why I don't see any importance in getting those activities.]

The aforementioned example clearly illustrated half of the novice faculties' attitude towards PD and their understanding of a need for such activities. They relied on the eligibility qualifications required to work in public HEIs and did not show any interest to be involved in PD.

Difficulties Encountered

Novice faculties at University B and D remarked they would have difficulties in communication and class management since the age gap between them and their students was not huge. The faculty at University D emphasized that "Hətta müəllimlik fəaliyyətimin ilk ilində də bəzi tələbələr məndən böyük idi" [Even in my first year of teaching, some students were older than me.] Given the difficulties in classroom management, the faculty at University B feared going into any arguments or disputes with her students. She also described how her expectations failed when she started to teach at the university. She asserted:

Mən tələbə olanda həmin universitetin qəbul balı kifayət qədər yüksək idi və buna görə hamı son dərəcə çalışqan idi və biz oxumağa və öyrənməyə çox həvəsli idik. Təsəvvür edə bilməzdim ki, dərs deyəcəyim universitetdə həvəssiz, tənbəl və ya nadinc tələbələrlə qarşılaşacam.

[When I was a student, the admission score to that school was quite high and that was the reason everyone was extremely hardworking and we were very willing to study and learn. I could not imagine that I would encounter unmotivated, lazy or naughty students at the university where I am going to teach.]

Being one of the top scoring graduates of Academy of Public Administration under the President of the Republic of Azerbaijan and starting to teach at one of the public universities, the faculty at

University B felt surprised with the ways that students approached their studies. Different attitudes such as laziness, cheating, aggression towards the instructor were main challenges she encountered.

Another difficulty highlighted by novice faculty members at University B and University A was starting to teach completely new subjects that required finding new study materials, translating and adjusting them to their syllabi.

> Dərslər hər il fərqli gələ bilir. Mən məsələn bu il dünya ədəbiyyatını tədris etmişəmsə o mütləq deyil ki, mən gələn il də dünya ədəbiyyatı tədris edəcəm. Çətinlik o vaxt olur ki, bir fənn yeni olur, mən onu heç tədris etmədikdə müəyyən çətinliklər çəkirəm. Ən azından sənin vaxt problemin mütləq olacaq dərs materiallarını hazırlayanda.

> [Courses that we teach may vary each year. For example, If I teach World Literature for this year, it does not mean that I will teach it for the next year. The difficulty is when a subject is new, and I have some difficulties when I never teach it. At least your time will definitely be a problem when you try to prepare all the study materials.]

Being assigned to teach a completely new subject and having responsibility to prepare all study materials were considered as one of the challenges for novice faculty members.

Support from Community

As support from the community was of great importance, three novice faculties highlighted exchanging opportunities related to teaching, classroom management, treating students, and finding relevant sources with the experienced faculty members. Since novice faculties main difficulties between them and students were cases of laziness, misbehavior, cheating, and aggression, all three considered their experienced colleagues' advice and support valuable. A faculty member at University B noted that at the beginning of each semester before classes

started, she had a meeting with experienced faculties and inquired about each student in that

group.

> Mən uşaqları tanımaq üçün məndən əvvəl həmin dərsə girən müəllimlərdən soruşurdum ki, bu necə qrupdur? O da mənə qrup haqqında məlumat verirdi. Misal üçün; bir tələbə var və o dərsdən kənar suallar verməyə meyillidir. Mən onu necə ötüşdürə bilərəm? Ona sərt rəftar etmək olmaz. Yaxud da qrupun savad səviyyəsi haqqında və qrupdakı şagirdlərin ümumi xüsusiyyətləri haqqında əgər məndən əvvəl həmin qrupda dərsi olan müəllim varsa mən həmin müəllimdən bu keyfiyyətləri soruşuram.

> [To get to know the children, I asked the teachers, who taught the class before me, what kind of group it was. She also told me about the group. For example, there is a student and he tends to ask off topic questions. He should not be treated harshly. I inquired about how I could deal with that student. Or I ask the teacher about the level of literacy of the group and the general characteristics of the students in the group, if there is a teacher who taught the group before me.]

The quote indicated that the faculty member at University B could understand what the students

were capable of, what they could do, what they could not, and even their character. The

information she received from the experienced colleague also assisted her in classroom

management and in forming her attitude towards students. She also related such a data collection

process with understanding students' interests that would help her provide them with quality

learning opportunities.

The faculty at University B emphasized a support she received from the administration

when she experienced aggression from one of the students:

> İmtahan zamanı idi. Tələbələrdən birini başqa yerdən köçürdərkən tutdum və ondan çölə çıxmasını istədim və o, üsyan etməyə başladı. Onunla aramızda olan problemi ancaq şöbə müdirimizin köməyi ilə həll edə bildim.

> [It was during the exam process. I caught one of the students while cheating and asked him out and he started to be rebellious. I could only solve the problem between him and me with the help of our head of department.]

The provided example determined that novice faculty members encountered difficulties when they were not able to manage conflict between them and their students and this is when they did really need support from the administration to solve the conflict.

Figure 2

Novice Faculty Experience
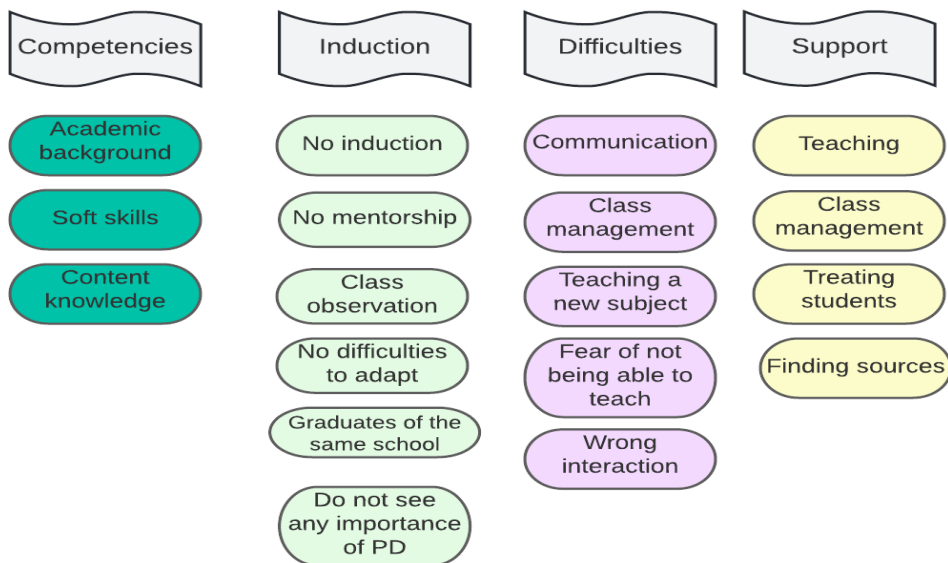
Interview with Experienced Faculty Members

Experienced faculty members were another source in my data triangulation. Categories that I obtained from the data were: readiness, support for novice faculty, regret about past and difficulties in the early years of being academic staff (See figure 4).

Readiness for Teaching

All of the experienced faculties asserted the importance of readiness in teaching at HEIs. Three of the interviewed faculty started their career at university not as an instructor but in a different position. During that period, they highlighted the importance of observations done in experienced professors' classes, where they learned teaching methods and organizing lectures. Two of the faculty members had different views on readiness for teaching. One of them noted that early practice could benefit readiness for teaching. "Yeni başlayan heç vaxt hazır olmur, amma hardansa başlamaq lazımdır. Təcrübə edərək insan özünü hazırlayır." [A novice faculty can never be ready. They need to start from somewhere. You can make yourself ready by practicing everyday.] while another one mentioned the vitality of psychological readiness before teaching, "müəllim özünü hazır hiss etməyənə qədər sinifə girməməlidi.'' [the teacher should not enter the classroom unless he feels ready.] They determined different attitudes towards readiness. One viewed readiness inside the practice while another one underlined the vitality of learning responsibility and being ready for the audience in the context of higher education.

Regret the Past Experience

When I interviewed experienced faculty members, different aspects of teaching had been identified for which they could regret. Experienced faculties listed ineffective and less relevant teaching and assessment methods, prejudice they held towards students, and being satisfied with their current knowledge. A faculty member at University A noted that she had gone a long way in terms of assessment:

> İlk illərdə mən dərsi soruşub həmin andaca qiymət yazırdım. Sonra
> semestrin sonunda görürdüm ki, həmin tələbə güclənməyə başlayır və

mən çox peşman olurdum semestrin sonunda ki, niyə mən ona aşağı qiymət yazmışdım. Tələbələri tanıya bilmədiyimə görə heyfislənirdim

[In my early years, I used to ask a question and immediately assign a grade. Then, at the end of the semester, I realized that the student was getting stronger, and I regretted that I had written him a low grade at the beginning of the semester. Now I don't do so. İ used to regret for not being able to know the students]

Additionally, a faculty member at University D indicated and her attitude towards students: "Mən nisbətən daha ciddi müəllim idim. İndi onun peşmançılığını çəkirəm ki, kaş bir az daha yumuşaq olaydım." [I was a little strict teacher. I regret it so much. I would try to be softer.]

While regretting their past experiences, faculties referred to insufficiency in communication with students and their attitude towards them. They mentioned their lack of communication that had led to prejudiced attitude those faculties had held toward the students which made them end up having unfair treatment for others.

Faculty members also underlined the negative effect of being satisfied with current knowledge. They valued being constantly in search of new methods and sources, which could enhance their knowledge and maintain development as a faculty member: "Mən hər şeyi bilirəm'' hər şeyi məhv edə bilər." [I know everything" could ruin everything.], stated a faculty member at University C. They indicated being always in search of new knowledge would help them not to stop on the way of being professional. They did believe that the knowledge and expertise that an individual teacher brought to the cognitive demands of instructing were at the heart of good teaching.

Difficulties Encountered

Experienced faculty members also recognized difficulties they encountered in the early years of teaching at university, emphasizing communication and classroom management as the most challenging aspects for the one who was new in the profession. The faculty member at University B underlined the vitality of communication and how it might cause a problem between an instructor and students:

> Mütləqdir ki, müəllim sərhəddi qorumağı bacarmalıdır. Hər grupa görə bu sərhəd dəyişir. Hər müəllimin xarakterinə görə bu sərhəd dəyişir. Dərsin xarakterinə görə, dərsin təhsilin hansı müddətində, hansı mərhələsində verildiyinə görə, magistrdır mı, bakalavrdır mı, MBA-dir mı? Sizin dərsiniz onlar üçün nə dərəcədə vacibdir? İxtisas fənnidir mi? qeyri-ixtisas fənnidir mi? Sinfin kontingentinin böyük əksəriyyəti qızdırmı yoxsa oğlandırmı? Sinifdəki keçid balı neçədir? Bütün bunlar təsir göstərir ünsiyyətə.

> [The teacher must be able to protect the border. This boundary varies for each group. This boundary varies according to the nature of each teacher. Depending on the nature of the course, the duration of the course, at what stage of education, is it a master's degree, a bachelor's degree or an MBA? How important is your lesson to them? Is it a specialty? Is it a non-specialty subject? Is the vast majority of the class contingent girls or boys? What is the passing score in the class? All this affects communication.]

The provided example highlighted the relationships between students and an instructor. Such relationships may have served best when the instructor managed to establish a right ratio of interaction.

Support from Experienced Faculties

Experienced faculties provided their novice colleagues with the support that benefited in finding resources and preparing lectures for the class. The novice faculties highlighted the

significance of observation as the core element of support from the experienced faculty members. Even the experienced faculty member of University C shared a distinctive practice she had during the first three years of teaching. She was regularly observing and assisting the faculty teaching Mathematical Analysis and shared the following insight related that experience:

> Riyaziyyatdan bir ixtisas fənni var idi. Həmin fənni yalnız bir müəllim öyrədə bilirdi. Məni öz davamçısı kimi görürdü. 1 fənni tədris edə bilmək üçün 3 il bir müəllimin dərsini müşahidə etmişəm. İndi o fənni öyrədə bilən tək mənəm

> [There was a specialty in mathematics. Only one teacher was able to teach that subject. He saw me as his successor. I observed a teacher's lesson for 3 years to teach 1 subject. Now I am the only one who is able to teach that subject]

Regarding such a distinctive case, experienced faculty's involvement in the novice faculty development affected her professionally even though there was not a formal mentoring program at the university, since three years were a long period of time for someone's growth and specialization in teaching.

Figure 3

Interview Results with Experienced Faculty
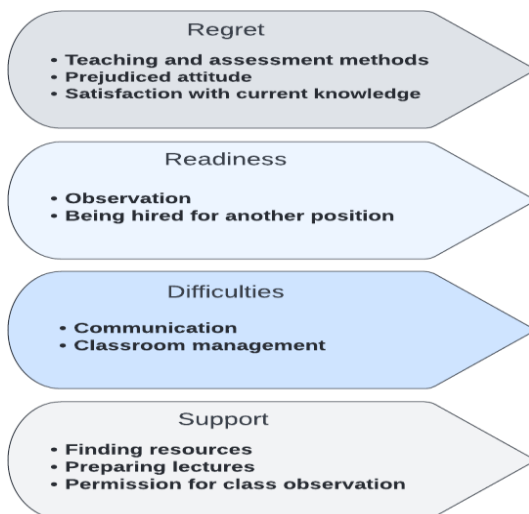
Interview Results with the Heads of Department

Another source of data was the perceptions of department heads at four universities. After coding their insights, the following categories emerged: eligibility, competencies, induction, difficulties, and support (See Figure 5).

Eligibility

All four department heads indicated having a right reference and meeting degree requirements as the main criteria for evaluation regarding the faculty in the hiring process at all four universities. Hence, formal eligibility requirements for being hired by higher education institutions (HEIs) were not available in place.

Competencies

The main competencies that department heads expected academic staff to possess were strong academic background, subject knowledge, communication and language skills, and usage of programs and electronic sources. They highlighted the importance of communication as well as the individual approach in the teaching process. Language skills of academic staff and usage of programs and electronic sources mattered for administration since they facilitated the resource exploration process and enlarged their research horizon.

With regard to the vitality of language skills, a head of department at University B noted: "Qəbul etsək də, etməsək də elmin dili İngilis dilidir." [Whether we admit it or not: the language of science is English.]. Likewise, the experienced faculty member at University C emphasized:

> Bizdə regionda digər bir problem odur ki, xarici ölkə kitabxanalarına çıxış
> imkanı. Bu imkanı institut yarada bilər. Lakin onun nə dərəcədə istifadə

olunması problemdir. Müəllimdə Xarici dil bacarığı olsa çox daha yaxşı olar. Ali məktəblər üçün dərsliklər artıq son 20 ildə yazılmır. Coğrafiya fənnini mən tədris edəndə kitab yox idi. Kitablar çox 'kasıb' idi. Mən məcbur oldum xarici ölkədəki kitablara müraciət etdim. Polşa, İngiltərə, Amerika kitabxanaları.

[Another problem we have in the region with [novice faculties]is access to foreign libraries. This opportunity can be provided by an institution. But the extent to which it is used is a problem. It would be much better if a faculty has foreign language skills. Textbooks for universities have not been written for the last 20 years. When I taught geography, there were no books. The books were very 'poor'. I had to turn to books abroad. Libraries of Poland, England, America.]

The above-mentioned example elucidated that administration considered language skills as the vital element when deciding to hire teaching staff for the school even though they were not the official requirement in higher education institutions (HEIs). The rationale behind that decision was the immense opportunity of finding rich sources for teaching and research. Another competence mentioned by heads of departments was novice faculties' ability to use electronic sources in teaching and research. The department head at University B noted the ineffectiveness of lecturing at higher education at present. He mentioned that if electronic sources were not utilized in the auditorium, students' authentic interests and needs remained unattended:

Daha sarı vərəqlərdə mühazirə oxunan vaxtlar gedib. Biz buna istəsək də davam edə bilmərik, çünki tələbə üçün bunun heç bir əhəmiyyəti qalmır. Tələbə düşünür ki, mən bunu gedib evdə də oxuya bilərəmsə burda niyə qulaq asıram. Ona görə də müəllimlər digər vasitələrlə dərsi effektiv etməyə çalışmalıdırlar.

[Gone are the days of lecturing on yellow cards. We can't continue even if we want to, because it doesn't matter to the student. The student thinks that if I can go and read it at home, why am I listening here? Therefore, teachers should try to make the lesson effective by other means.]

The participant underlined that teaching in HEIs should have been in compliance with modern technology. Being an effective instructor and creating a conducive learning environment urged them to attend to students' needs and interests.

Likewise, the department head at University B highlighted the importance of computer literacy of a novice faculty that may have assisted in building their own and institutional research capacities:

> Bizim üçün önəmli olan amillərdən biri də tədqiqatdır. Bu gün dünyada bir çox data proqramları var ki, çox çətin bir təqqiqat modelini çox asanlıqla qurmağa kömək edir. Vacibdir ki, kariyerasını ali təhsildə qurmaq istəyən biri belə proqramlarda işləməyə meyilli olsun ki, biz də onun tədqiqatından yararlanaq.

> [One of the important factors for us is research. There are many data programs in the world today that help to build a very difficult research model very easily. It is important that someone who wants to build a career in higher education tends to work in such programs so that we can benefit from his research.]

The aforementioned example indicated that administration in HEIs highly valued computer literacy of novice faculties since it could influence the teaching and research capacity of the educational institution.

Induction

Considering the induction process of novice faculties, two findings had been identified which were observation and being hired for another position for a while to get adjusted to the work environment. All heads of departments highlighted the absence of a formal regulation, however, novice faculties were required to observe class sessions for a few months to get exposed to the real classroom environment and perceive lecturer-student interaction. Additionally, heads of department at University A, B, and D emphasized that most of the time

they hired novice members for other positions, such as assistants and coordinators, until they

were able to build a sense of identity in the community and gain a deep understanding of rules

and regulations. The department head at University D asserted:

> Biz təbii ki, təzə məzun olub gələn adamı birbaşa auditoriyaya
> buraxmırıq. Əvvəlcə onu bir başqa vəzifədə işə qəbul edirik. Məsələ
> laborant, kitabxanaçı və ya tələbə elmi cəmiyyətində işçi kimi işə qəbul
> edirik ki, mühitə uyğunlaşsın, bir görsün bir tələbələrdə necə rəftar
> edirik, mühazirələri necə hazırlayırıq.

> [Of course, we do not admit a new graduate directly to the audience. First,
> we hire him in another position. For example, we hire them as a laboratory
> assistant, a librarian or coordinator in the Student Scientific Society to
> adapt to the environment, to see how we treat students and how we
> prepare lectures.]

He explained how the administration had planned an adaptation process for novice faculty

members without having any specific induction process. They just relied on internal rotation

when it comes to the learning process of novice faculties. They did see class observation and

working in another position as novice faculty members' adaptation process.

Difficulties

In the category of difficulties, verbal bullying as a form of misbehavior displayed by

students and not being specialized in content knowledge may have led novice faculties to go off

topic. Both themes had been identified as major difficulties that novice faculties encountered

while interacting with students. The head of department at University A noted:

> Bir imtahanda tələbələrin bütün texniki vasitələrini götürüb deyə, ikinci
> imtahana gələndə artıq o müəliməyə replikalar atmaqla incidirdilər.
> Hətta müəlllim ağlamışdı imtahanda. Çıxmaq istəyirdi otaqdan. Məndə
> gəlib dedim ki, 'yox çıxmayacaqsan məhz o tələbə görməlidir ki,sənin
> burada üstünlüyün var. Əgər müəllim otaqdan çıxsaydı tələbədə belə bir
> düşüncə yaranacaqdı ki, 'mən müəllimdən üstünəm, mən ona qalib
> gəldim.

[Once the teacher picked up all the electronic devices of the students before the exam and in the second exam, the students started verbally bullying that teacher. Even the teacher cried during the exam. She wanted to go out. I went there myself, sat at the back desk and told her that you should not leave the room. It is the student who should see that you are more advantageous here. If the teacher left the room, the student would think, "I am superior to the teacher, I defeated her."]

She accentuated the administration's effort to compensate for inefficiency in novice faculties' interaction with students. The example showed that any instances of misbehavior mainly occurred when novice faculties were not able to manage the audience.

The head of department at university C emphasized novice faculties' difficulties in lecturing on the subject. As they were not specialized in content knowledge, they often went off the topic and could not manage the auditorium:

Bura əyalət universitetidir və bizdə kadr təminati o qədər də güclü deyil. Ona görə də müəllimlər bəzən məcbur olurlar specialist olmadıqları fənnləri tədris edirlər. Mən çox vaxt anidən dərslərə daxil olub müşahidə edirəm. Görürəm ki, müəllimin gücü çatmır auditoriyanın önündə 90 dəqiqə tam gətirə bilmir. 20-30 dəqiqədən sonra keçir başqa mövzulara. Bütün dərs boyu uşaqların diqqətini özündə saxlaya bilmir.

[This is a provincial university and our staffing is not so strong. Therefore, teachers are sometimes forced to teach subjects for which they are not specialists. I often enter classes suddenly and observe. I see that the teacher is not strong enough to bear a full 90 minutes in front of the audience. After 20-30 minutes, he or she moves on to other topics. Cannot keep children's attention throughout the lesson.]

 He mentioned the insufficiencies in staffing regarding the particular subjects that required specialized deep content knowledge.

The findings revealed that universities may have had difficulties with novice faculties due to their lacking deep content knowledge and classroom management skills.

Support from Administration

Another category comprises support for novice faculty members provided by administrative staff in their early years at higher education institutions (HEIs). More common types of support found were formal meetings with administration and experienced faculties. The novice faculties were introduced to experienced faculties so that they could discuss the course syllabi and teaching materials. Being treated in a more equal and modest way by administration was reported as another type of support the novice faculties received. The head of department at University C expressed the importance of such support for novice faculties' adjustment to the working environment:

> Bura əyalət universitetidir. İnzabatçılıq burda işə yaramır. Bu kiçik bir cəmiyyətdir və insanlar bir-birini tanıyır. Siz onlarla daha təvazökar davranmalısınız və yeni gələn müəllimlərə digər təcrübəli müəllimlər kimi davrandığınız zaman onlar özlərini daha dəyərli hiss edəcəklər.

> [This is a provincial university. Hierarchy does not work here. It is a small community and people know each other. You need to behave in a more modest way and when you behave with novice faculty in a way that you behave with experienced faculty, they are going to feel more valued in the community.]

The quote indicated that equal treatment of novice and experienced faculties could be another type of support for motivating and maintaining novice faculties' feeling of being valued.

However, the head of department at University D spotlighted the lack of psychological awareness in management:

> Biz sadəcə istiqamət veririk. Məncə burada boşluq var. Bu istiqamətlə bağlı bir treninq təşkil olunsa daha yaxşı olar. Biz idarəetmə ilə bağlı nə isə yeni bir şey öyrənib, tətbiq edək. Ümumi idarəetmədə psixoloji cəhədddən idarəetmə var. Çətin vəziyyətlərdə atılası addımlar, veriləsi reaksiyalar. Bu baxımdan bizim özümüzədə ehtiyac var ki, biz hansı addımları atsaq, daha yaxşı olar.

> [We just give direction. I think we have a gap here. It would be better to organize a closed training in this direction. As one from administration I also need training for such kinds of situations. There is a management of psychological effort in general management. Steps to be taken in difficult situations, reactions to be given. In this regard, we need to take better steps.]

He shared the deficiencies in their management system that prevented them to establish a well-grounded mechanism for their interaction with novice faculty members. The head of department also acknowledged that there was a gap in creating a conducive working environment.

A support that novice faculties received from administration was to be engaged in professional development programs (PDPs). The head of department at university C accentuated that they involved novice faculties in those programs, content of which might align with novice faculties' interests and professional development goals. The department head at University A asserted, "Biz onları öz ixtisas sahələrinə aid olan proqramlara cəlb etməyə çalışırıq ki, onlar daha çox iştiraka və sertifikatlaşdırmaya daha çox meyilli olsunlar." [We are trying to involve them at those programs which are related to their specialized areas so that they are more willing to participate and being sertificied.] and her counterparts at University D and B mentioned how they were using PDPs as a stimulation for promotions sharing the following insight, *"Onlar iştirak etməyə meyilli olurlar, çünki biz vəzifə artımı və ya daha çox dərs saatı təklif edirik."* [They are willing to participate, because we are offering promotions or more teaching hours.] Similarly, the head of department at University B was cognizant of PDPs importance and added, *"Mübarizə edirsən, öyrənirsən və araşdırma aparırsan. Əgər əziyyətiniz qiymətləndirilməzsə, ikinci il əziyyət çəkməyəcəksiniz."* [You struggle, you learn and you do research. If this labor is not evaluated, you will not suffer for the second year.]

The aforementioned insights professed that professional development programs may have been utilized as a reward and promotion mechanism at all four universities.

Being overloaded with work and taking responsibilities were another finding regarding support provided by administration. A head of department at University A confessed:

> Mən təcrübəsiz müəllim olanda məsuliyyətlərimə görə çox qəzəblənirdim, çünki onlar kifayət qədər çox idi. Ancaq indi onlara təşəkkür edirəm, çünki məni əsl peşəkar etdilər".

> [When I was a novice faculty, I was very angry about my responsibilities because they were quite a lot. However, now I am thankful for them because they made me a real professional.]

Likewise, the head of the department at University C stated: "Sən daha çox müəllimi yüklədikcə, o daha çox peşəkarlaşır." [The more you load, the more they grow.]

Considering two quotes above, the heads of departments at University A and University C defined being more professional and skilled as a result of being overloaded and taking more responsibilities.

The department heads associated their early years as a faculty member with their attitudes towards novice faculty development and concluded that overloading novice faculties with work and responsibilities was a way of support for their professional development.

Figure 4

Interview Results with Department Heads.
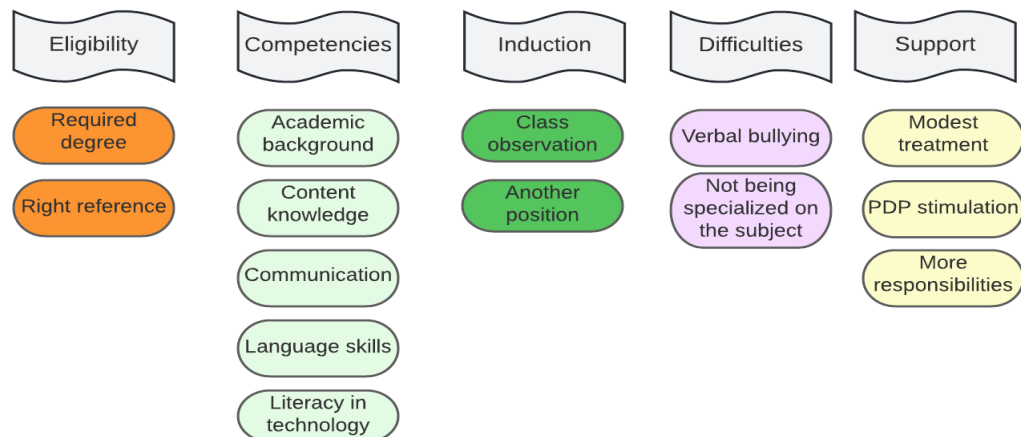
Summary of the Findings

Generally, study findings imply that novice faculty members do encounter certain issues when they are new in the academic sphere and teaching. They do have difficulties with teaching issues and communication mainly. Summary findings also inform us about possible support from experienced faculty members in administration that is mainly related to their class management strategies and interaction with differ students. Additionally, it has been identified what kind of policies and regulations are in place for novice faculty development.

Figure 5

Summary of the findings: Data Triangulation

Support

Materials for lectures

Observation

Teaching

More responsibilities

PDPs for promotion

All three categories

Novice and experienced faculties

Heads of departments

Competencies

Content knowledge

Academic background

Soft skills

Language skills

Literacy in technology

All three categories

Heads of departments
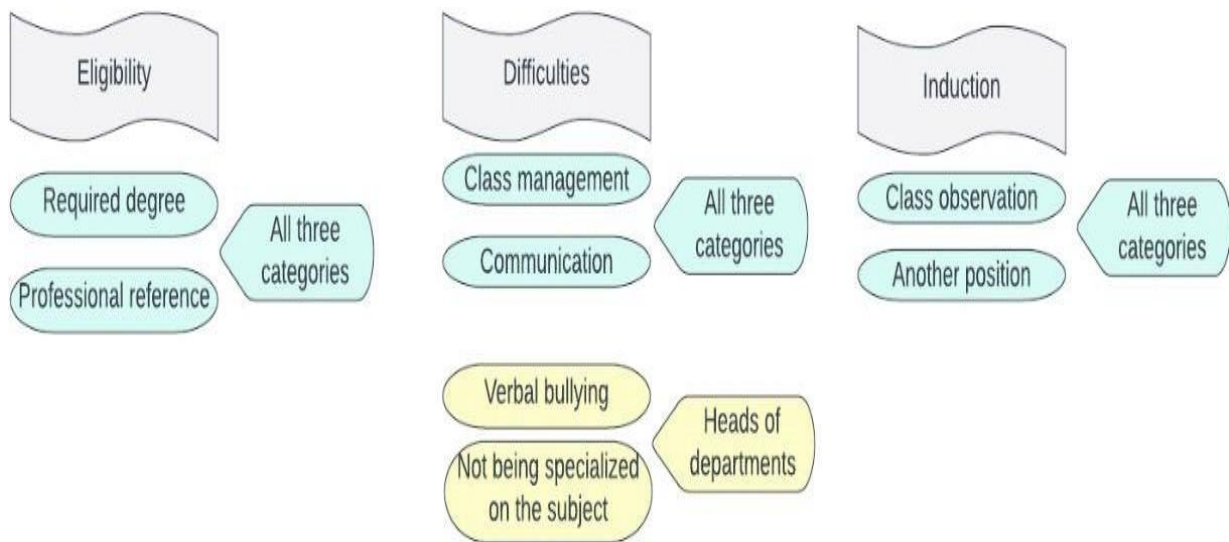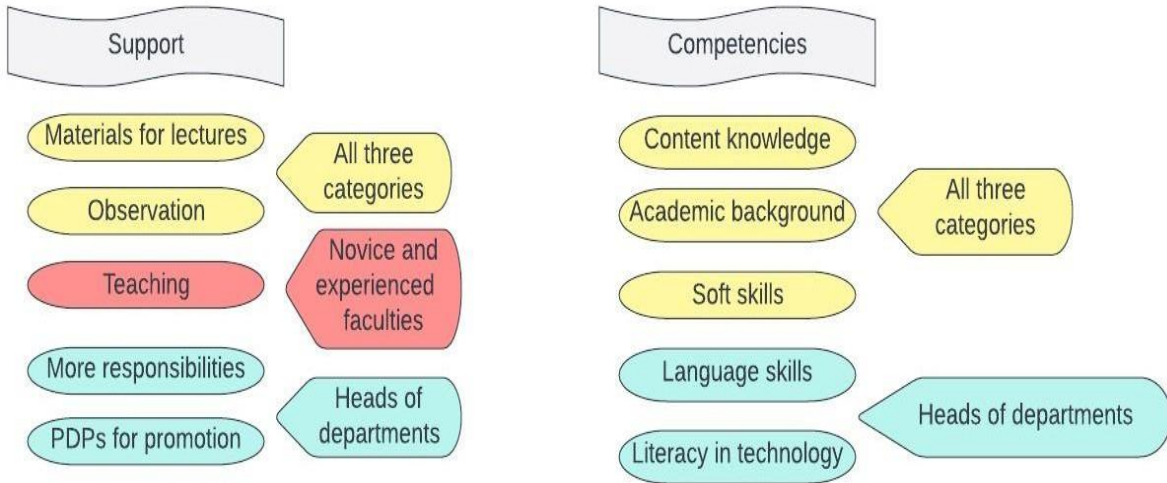
Chapter V: Discussion

This study aimed to explore in greater detail challenges that novice faculty encounter in their early years of being a faculty member. Besides, the study targeted to shed light on the role of support that novice faculty may have received from senior faculty members at public universities regarding their academic, administrative and teaching practices**.**

Before starting discussion related to the available literature, it is crucial to analyze some of my assumptions that have not aligned with the study findings. Despite all their difficulties in the early years of the academic career, novice faculties had only been provided with the permission for observation in class sessions and informal mentoring (Mazerolle, 2018) in place. I anticipated to discover that universities had special mechanisms designed for the development of novice academic staff (Remmik & Karm, 2012). However, it turned out that there had never been a particular program implemented for that purpose.

Induction

In today's societies, higher education is still one of the most important requirements for ensuring a competent and diversified workforce. Nevertheless, more infrastructure and more educational programs are insufficient to generate qualified labor at the higher education level. The human aspect of higher education is the most crucial component of its accomplishment. An efficient and profitable educational institution seeking to provide a praiseworthy service to the community at large needs more than just subject matter expertise. As a result, the HEIs faculty members' competence, diligence, and other specialized qualifications are absolutely critical.

The development of expertise and dispositional qualities among inexperienced academic staff in institutions of higher learning is a worldwide concern. Induction is one of the

components that should be considered since the study seeks to examine the support systems provided at public universities in Azerbaijan. Induction is a mechanism of exposing new faculty members to the colleges' and departments' culture, norms, and procedures, as well as their tasks, responsibilities, and expectations. According to Phillips (2015), induction is the process of making investments that improve the efficacy of newcomers. Participants in this study stated that they had never been through a formal induction procedure focused at their professional growth. This process took place only informally, with experienced and novice faculty members exchanging thoughts and resources. Regarding the attitude of the administration to the absence of such a mechanism, all four heads of department in the study emphasized that they regulated this procedure by hiring novice faculty members for another position such as administrative assistant, librarian or teaching assistant. That is the reason they did not see any need for the development of their new academic staff. As Bauman (2005) explains although novice faculty members may not have been responsible for teaching, their involvement in the community may have aided them in developing their professional competence.

Competencies

Competence entails the ability to meet complicated requirements by relying on and utilizing psychosocial factors, such as skills and attitudes, in a specific setting. The commitment to quality by an educator requires certain competencies. Educational research related to teachers' competency is serious when attending to the needs of novice university teachers and enhancing the professional skills of experienced ones since all of them must face the problems of sophisticated 21st century society (Altbach, 2007). In this study, content knowledge, content delivery, soft skills and language skills were identified as the main competencies that were crucial for the novice faculty members at public universities in Azerbaijan. Especially, their

content knowledge and the delivery of it were crucial in terms of holding the attention of the auditorium during the whole class session.

Moreover, soft skills such as oral and written communication skills, computer skills, stress management skills, interpersonal skills were also considered as the main competencies since they refer to adapting to a volatile environment and effectively presenting persuasive arguments (Jeyaparvathi, 2018).

Lastly, foreign language skills of a novice faculty member was crucial for novice faculty members' competency level since they were considered as a new blood and required to bring something new on the table. Hence, they were required to know a certain foreign language to research the development of new ideas and make changes in an organization. Likewise, Henard and Leprince Ringuet (2008) state that modern students necessitate new instructional strategies. Modern technology has made their way into the classroom, altering the character of student-professor relations. Governments, students and their families, companies, and fund sources are all demanding more value for their money and more efficiency from education.

Challenges Encountered

In their first year as a staff member of an academic community, the main challenges that novice faculties encountered were aggression from class which was mainly related to the small age gap and novice faculty's ability to manage the class and interaction with students; obtaining sources and materials due to lack of language skills. What I obtained from the interview data was that the small age gap could make the situation even more challenging for novice faculties no matter if they were more knowledgeable and qualified. Austin (1992) and Healey (2000) concluded that faculty members in higher education typically had been trained in their subject

matter but not in pedagogy (Austin, 1992; Healey, 2000). While attempting to be either more polite or strict and democratic, novice faculties at three out of four universities were verbally bullied and encountered student misbehavior. Such an experience may have determined lack of support with regard to pedagogy in three universities. Not having difficulties with content knowledge but lacking appropriate skills and teaching strategies might cause verbal bullying and student misbehavior. These findings have proposed the prevailing knowledge of theory novice faculties possess and lack of practice when they start to teach right after graduation (Remmik & Karm, 2012).

Karakaş (2012) has identified a number of issues and concluded that faculty development is necessary in certain areas, including appropriate teaching skills, efficient use of electronic tools, statistical modeling training for research, writing and publishing articles, and the use of English as an academic lingua. More precisely, academics can consider the use of English in academic contexts as one of the most essential goals for sustaining the continuously changing needs of the scientific world (Flowerdew, 2001, 2007; Salager-Meyer, 2008; Tardy, 2004). With regard to that, language skill was another difficulty for novice faculties since they were surrounded by an academic community where they were required to put something new on the table (Remmik & Karm, 2012). As available teaching resources and research on teaching are mainly in English, novice faculties may have difficulties with utilizing them in daily practice. From this point of view, I have come to the conclusion that in an academic environment, having effective teaching methods and striving to be an academic depends on the foreign language knowledge and skills as well as an individual's ability to use it for his or her efficiency.

Support from Community

Regarding the support from the university community, namely, administration and experienced faculty members, I have also found that there was not a specific induction process that was designed for the purpose of occupational adaptation (Gajda, 2019) of novice faculty members. Considering mentoring activities, the data I have analyzed have not revealed any attempt for the implementation of a formal mentor-mentee interaction (Mazerolle, 2018). This interaction was being held only in an informal way which could make the situation even more difficult since there was not any clear-cut regulation for both parties which could encourage them for mentoring. However, a study done by Mazerolle (2018) emphasizes that mentoring may assist a novice faculty during the induction and transition stages. Exploring mentoring, he claims that it benefits knowledge exchange at institutional level and career objectives which in turn provides continuous support for research (Mazerolle, 2018). Mentoring may also stimulate collective participation, tend to focus on content, and empower cohesion to and alignment with norms and assessments (Birman et al., 2003; Garet et al., 2001). Nevertheless, at four of the universities that I conducted my research, novice faculties were only being provided with the opportunity of class observation and presenting demo classes a few times per semester. Only in one of the universities, an experienced faculty stated that she was informally mentored by her predecessor and permitted to observe and analyze his class for three years so that she would become a specialist to teach Mathematical Analysis.

Overall, any induction process which covers mentoring and professional development for novice faculties has not been identified at all four universities.

Professional Identity

Given that novice faculties were entering an existing and complicated system with socio-cultural and micropolitical relationships (Haberman, 2004), they needed to negotiate their identity in order to define, negotiate, and create a presence for themselves (Lave & Wenger, 1991; Remmik, et at., 2011). At three universities out of four, their own graduates with Masters' degrees were recruited to teach undergraduate courses. They were hired as a teaching assistant or for another position such as librarian, undergraduate advisor or administrative assistant that was apart from teaching, and they had been given a specific amount of time to adapt to the community within the university and the teaching process. Since three universities out of four were hiring almost their own graduates, they may not have acknowledged the importance of induction for novice faculties as Hermans and Dimaggio (2007) found. Building professional identity (Haberman, 2004) for novice lecturers occurred as a result of a conversation between self and external reality when they were learning and adapting to the community (Hermans & Dimaggio, 2007). When novice faculties were a part of the community in three universities out of four, they may have not been responsible to teach, still their presence in that community may have assisted them to build their professional identity (Bauman, 2005).

In brief, the interviews with all participants also informed me that being a graduate of the same university, obtaining a master's degree in it and receiving a reference from the right supporter, who might be a novice faculty's professor or department head, could serve for their eligibility to work at that institution.

Implications

The first implication for research is related to findings on the relationship between the induction of novice faculty members and their professional development. I would suggest further research to be conducted on investigating the relation between the induction of novice faculty members and their professional development through quantitative research with a larger sample. The second implication of this research is the community practice that may have a positive effect on novice faculty members' professional development and building a culture of support for them, which also needs to be examined by utilizing different research methods.

Besides, the research findings would also contribute to the need for establishing mentoring relationships with the experienced faculty members to maintain novice faculty members' professionalism and accountability as a teaching force and also further mentoring programs.

Recommendation

This research is timely and relevant in the context of Azerbaijani higher education as the main purpose of it is to develop the human capital of the nation. Since teaching staff remains as one of the core elements for fulfillment of this purpose, higher education institutions (HEIs) in Azerbaijan should properly take the development of novice faculty members into account. HEIs should acknowledge that early years of being a member of the academic community becomes challenging for the majority of novice faculties. Although novice faculties are welcomed for exchanging ideas in the community of practice (Wenger, 1998; Marcos et al., 2014), there is an urgent need for professional initiative regarding novice faculty members' professional development and occupational adaptation (Gajda, 2019). This study has concluded that none of four HEIs chosen as a research site has implemented a specific induction process for novice faculty to assist them in their early years of being a faculty member. Such an induction program which aims at stimulating novice faculties' adaptation to the professional community (Hord, 1997; Marcos et al., 2014) may serve as a core element for the notion of novice faculty development. Indicated induction programs may contain several elements to serve for the best: mentoring (Mazerolle, 2018), teaching methods (Demougeot-Lebel & Perret, 2011), research capacity building (Barlou & Antoniou, 2007) and demo classes (Zemichael, 2018).

Mentoring may correspond to the challenges of novice faculty members in regard to the adaptation to an academic community and assist them to acknowledge what being a faculty member is like to be (Sadler, 2008). Inclusion of how to apply teaching methods (Demougeot-Lebel and Perret, 2011) as a support mechanism may benefit them to decrease verbal bullying and misbehavior students display to a minimum and lead to effective classroom management.

Besides, research capacity (Barlou & Antoniou, 2007) building may serve for the research based initiatives (Karakaş, 2012) of the institution and assist novice faculty members to acknowledge their responsibility in an academic community. Via demo class sessions, novice faculty members may receive an opportunity to have diverse perspectives that may serve for discussing insufficiency in their teaching and ways for further improvement.

Conclusion

In conclusion, the above-discussed findings indicate that in the Azerbaijan Higher Education system, novice faculty members mainly encounter problems related to communication and teaching. They do obtain informal support from their more experienced colleagues. However, a particular induction process aimed at development and occupational adaptation of novice faculty members has not been found in those HEIs where this study was conducted. Hence, this research could contribute to the development of a new policy for HEIs in Azerbaijan to achieve quality education and affect human capital development.

Appendix A: Informed consent

Novice Faculty Development at Public Universities in Azerbaijan

Dear Participant:

I am Laman Panahli who is a student in the MAEM 2022 program at ADA University. You are invited to participate in the research "Novice", which intends to explore novice faculties' perceptions about support from their experienced colleagues and administration. My research is conducted under the supervision of Dr. Vafa Yunusova who is the assistant professor at School of Education at ADA university.

You will be asked to participate in an interview which will last 60 minutes and answer several open ended questions given by the researcher. You have the right to deny your participation and quit the project at any time. The interview will be audio recorded and then transcribed if you choose to participate.

To safeguard participants'/your identity after data collection, the researcher will exclude names and personal identifiable information for protecting confidentiality. You will be given a codename of your choice, and every precaution will be made to secure your anonymity. During the encoding stage, only objective reviewers who agree to the confidentiality rules will be able to see your responses. These reviewers will not have access to any direct information that may allow them to link the answers to you, and they will not be able to see your identity.

If you have any questions about the research, please feel free to contact the researcher, Laman Panahli by email lpanahli13245@ada.edu.az and Dr. Vafa Yunusova, the supervisor, by email vyunusova@ada.edu.az .

Thank you for participating in this research.

I (*fill in your name here*) consent to participate in (*insert study name here*) conducted by Laman Panahli. In addition, by signing below I agree to allow my responses to be audio-recorded for this research purpose.

Signature_____

Date_____

Razılıq Forması

Azərbaycan Dövlət Universitetlərində Az Təcrübəli Akademik Heyətin İnkişafı

Hörmətli iştirakçı,

Mənim adım Ləman Pənahlıdır, ADA Universitetində MAEM 2022 proqramının tələbəsiyəm. Akademik fəaliyyətə yeni başlayan təcrübəsiz müəllimlərin rəhbərlik və təcrübəli professor-müəllim heyəti tərəfindən göstərilən dəstəyi ilə bağlı fikirlərini öyrənmək məqsədilə aparılan tədqiqatımda iştirak etməyə dəvət olunursunuz. Tədqiqat işim ADA Universitetinin Təhsil faultəsinin professoru Dr. Vəfa Yunusovanın rəhbərliyi altında aparılır.

Sizdən 60 dəqiqə davam edəcək müsahibədə iştirak etməyiniz və tədqiqatçı tərəfindən verilən bir neçə açıq suala cavab verməyiniz xahiş olunacaq. İstənilən vaxt iştirakınızdan imtina etmək və layihədən çıxmaq hüququnuz var. İştirak etməyi seçdiyiniz təqdirdə müsahibənizin audio şəklində səs yazısı aparılacaq və sonra yazıya alınacaq.

Məlumatların toplanmasından sonra kimliyinizin qorunması məqsədilə tədqiqatçı məxfiliyi qorumaq üçün adları və şəxsi identifikasiyanızı üzə çıxara biləcək məlumatları istisna edəcək. Sizə seçdiyiniz kod adı veriləcək və anonimliyinizi qorumaq üçün hər cür tədbir görüləcək. Kodlaşdırma mərhələsində yalnız məxfilik qaydaları ilə razılaşan obyektiv rəyçilər cavablarınızı görə biləcəklər. Bu proses rəyçilərin cavabları sizinlə əlaqələndirməyə imkan yaradacaq. Onların hansı məlumata birbaşa çıxışı olmayacaq və onlar sizin şəxsiyyətinizi görə bilməyəcəklər.

Tədqiqatla bağlı hər hansı sualınız olarsa, lütfən, tədqiqatçı Ləman Pənahlı ilə lpanahli13245@ada.edu.az və elmi rəhbər Dr.Vəfa Yunusova ilə vyunusova@ada.edu.az elektron poçt vasitəsilə əlaqə saxlaya bilərsiniz.

Bu araşdırmada iştirak etdiyiniz üçün təşəkkür edirik.

Mən (adınızı burada qeyd edin) Ləman Pənahlı tərəfindən keçirilən (mövzu adını bura daxil edin) iştirak etməyə razıyam. Bundan əlavə, aşağıda imzalamaqla mən cavablarımın tədqiqat məqsədi üçün audio şəklində yazılmasına icazə verirəm.

Imza _____

Tarix _____

Appendix B: Permission Letter

No____

"_"_____2022-ci il

Dear_____,

       We would like to inform you that the final research (Novice Faculty Development at Public Universities in Azerbaijan) conducted by Laman Panahli, a second-year student of ADA University's MAEM 2022 Master's Program in Education, requires interviews among department heads and faculty of your respected university. The purpose of the interview is to identify the difficulties faced by less experienced academic staff in terms of academic, pedagogical and administrative issues.

For this purpose, we ask you to create conditions for the research.

Thank you for your cooperation.

Sincerely,

Vəfa Kazdal
Vice Rector, Academic Affairs

İcazə Məktubu

No____

"__"_____2022-ci il

Hörmətli_____,

Nəzərinizə çatdırmaq istərdik ki, ADA Universitetinin MAEM 2022 "Təhsilin İdarəedilməsi" ixtisası üzrə magistr proqramının ikinci kurs tələbəsi Ləman Pənahlının apardığı yekun tədqiqat işi üçün (Novice Faculty Development at Public Universities in Azerbaijan; Azərbaycan Dövlət Universitetlərində Yeni İşə Başlayan Akademik Heyətin İnkişafı) universitetinizin kafedra rəhbərləri və müəllim heyəti arasında intervyu keçirilməsi tələb olunur. İntervyunun məqsədi az təcrübəli akademik heyətin akademik, pedaqoji və inzibati məsələlər baxımından üzləşdikləri çətinlikləri müəyyənləşdirməkdir.

Bu məqsədlə tədqiqatın aparılması üçün şəraitin yaradılmasını Sizdən xahiş edirik.

Əməkdaşlığa görə təşəkkürümüzü bildiririk.

Hörmətlə,

Vəfa Kazdal
Akademik işlər üzrə Prorektor

Appendix C: Department Heads' Protocols

1. What is your position? How many years have you been in this position?

2. Could you please describe your job and responsibilities?

   - Your educational background and experience
   - Training or preparation to receive your current position

3. To what extent were you ready to take this position? How did you feel? Did you feel that you made the right decision?

4. What qualities and competencies are important in your position and for the faculty?

5. Have you ever experienced any challenges related to induction and adaptation of novice faculty? If yes, please provide some examples.

6. How would you describe the importance of communication between administrators and faculty?

7. What are your perceptions about the role of administrators regarding the support of novice teachers?

8. Do you think professional development is important to your department? If yes, how important is it to you as an administrator and as a faculty member? Please, provide a few examples.

9. In what ways do you think as an administrator you could encourage faculty to attend professional development activities? Approximately how often do you think professional development activities are offered in your department and generally across the university and who is responsible for providing them?

10. In a few words please tell us how you would like to improve the professional development program to better benefit the school environment and the working conditions

11. Were you mentored by any of your colleagues when you started your profession? If yes, please provide some examples.

12. Have you ever had a chance to be a mentor for your colleagues apart from your formal responsibilities? If yes, who have mentored? As a faculty member and as an administrator do you support mentoring of novice faculty members and in what ways?

13. Did you have difficulties in terms of balancing teaching, professional development, research, and publishing in the early years of your career?

14. How do you think you assist novice faculties in balancing teaching, professional development, research, and publishing?

Müsahibə Protokolu

1. Sizin vəzifəniz nədir? Neçə ildir bu vəzifədəsiniz?

- Zəhmət olmasa, cari işinizi və vəzifələrinizi təsvir edə bilərsinizmi?
- Təhsil keçmişiniz və təcrübəniz

2. Hazırkı işiniz üçün lazım olan təlim və ya hazırlıq.

3. Bu vəzifəni tutmağa nə dərəcədə hazır idiniz? Düzgün qərar verdiyinizi hiss etdinizmi?

4. Sizin vəzifəniz və professor-müəllim heyəti üçün hansı keyfiyyətlər və bacarıqlar vacibdir?

5. Təcrübəsiz müəllimin işə qəbulu və uyğunlaşması ilə bağlı hər hansı problemlə qarşılaşmısınızmı? Əgər belədirsə, zəhmət olmasa bir neçə nümunə göstərin.

6. İdarəçilər və müəllimlər arasında ünsiyyətin əhəmiyyətini necə təsvir edərdiniz?

7. Təcrübəsiz müəllimlərə dəstək ilə bağlı idarəçilərin rolu haqqında təsəvvürləriniz necədir?

8. Sizcə, peşəkar inkişaf şöbəniz üçün vacibdirmi? Əgər belədirsə, bir idarəçi və bir müəllim kimi sizin üçün nə dərəcədə vacibdir? Zəhmət olmasa bir neçə nümunə göstərin.

9. Sizcə, bir idarəçi olaraq müəllimi peşəkar inkişaf tədbirlərində iştirak etməyə hansı yollarla həvəsləndirə bilərsiniz?

10. Sizcə, sizin departamentinizdə və ümumiyyətlə universitetdə peşəkar inkişaf fəaliyyətləri təxminən nə qədər tez-tez təklif olunur və onların təmin edilməsinə kim cavabdehdir?

11. Peşəyə başladığınız zaman həmkarlarınızdan kimsə sizə məsləhət görübmü? Əgər belədirsə, zəhmət olmasa bir neçə nümunə göstərin.

12. Formal öhdəliklərinizdən başqa həmkarlarınız üçün mentor olmaq şansınız olubmu? Əgər belədirsə, kim mentorluq edib? Bir professor-müəllim heyəti və bir idarəçi kimi siz yeni başlayan professor-müəllim heyətinin mentorluğunu dəstəkləyirsiniz və hansı yollarla?

13. Karyeranızın ilk illərində tədris, peşəkar inkişaf, tədqiqat və nəşriyyatı balanslaşdırmaq baxımından çətinlik çəkdinizmi?

14. Tədris, peşəkar inkişaf, tədqiqat və nəşriyyat işini balanslaşdırmaqda təcrübəsiz müəllimlərə necə kömək etdiyinizi düşünürsünüz?

Appendix D: Experienced Faculties' Protocol

1. What subjects do you teach? How many years have you been teaching?

2. Could you please describe your current job and responsibilities?
   - Your educational background and experience
   - Training or preparation to be hired for your current job.

3. What qualities and competencies are important in teaching in higher education?

4. What are some positive and negative aspects of teaching in higher education that have influenced you personally or professionally?

5. To what extent were you ready to teach in higher education? How did you feel? Did you feel that you made the right decision?

6. What was your biggest challenge when you started your profession?

7. How important was communication for you as a novice faculty? If you find it important, how and by means of what did you communicate with your colleagues, coordinators, or administration? Please, be specific and provide examples.

8. Were you mentored by any of your colleagues when you started your profession? If yes, please provide some examples.

9. Have you ever had a chance to be a mentor for your colleagues apart from your formal responsibilities as a faculty member?

10. What elements do you think should be included in the induction of novice faculties that allow them to grow into professionals?

11. Do you feel any responsibility out of your job description for the development of novice faculty? If yes, what this/these responsibility/ies may be? Please, name two or three of them.

12. Do you support novice faculty? If yes, what support do you provide? What supports do you believe novice faculty may find most valuable?

13. What would you recommend for novice faculty not to do in their early career path?

14. If you had a chance to go back to the early years of your profession, what would you do differently to build your career?

15. Did you have difficulties in terms of balancing teaching, professional development, research, and publishing in the early years of your career?

16. Do you think that professional development activities are important for faculty development? If yes, how?

17. If you go back to the early years of your career, what support did you get as a novice faculty? Being an experienced faculty what support do you wish you had received in those years, but did not?

Müsahibə Protokolu

1. Hansı fənləri tədris edirsiniz? Neçə ildir dərs deyirsiniz?

2. Zəhmət olmasa, cari işinizi və vəzifələrinizi təsvir edə bilərsinizmi?

    - Təhsil keçmişiniz və təcrübəniz

    - Hazırkı işiniz üçün işə götürülmək üçün təlim və ya hazırlıq.

3. Ali təhsil müəssisələrində tədris zamanı hansı keyfiyyətlər və səriştələr vacibdir?

4. Ali təhsildə tədrisin sizə şəxsən və ya peşəkar şəkildə təsir edən müsbət və mənfi cəhətləri hansılardır?

5. Ali təhsildə təhsil almağa nə dərəcədə hazır idiniz? Necə hiss etdiniz? Düzgün qərar verdiyinizi hiss etdinizmi?

6. Peşəyə başladığınız zaman ən böyük çətinlik nə idi?

7. Təcrübəsiz müəllim kimi ünsiyyət sizin üçün nə dərəcədə vacib idi? Əgər siz bunu vacib hesab edirsinizsə, həmkarlarınız, koordinatorlarınız və ya administrasiyanızla necə və nə vasitəsilə əlaqə saxladınız? Zəhmət olmasa, konkret olun və nümunələr göstərin.

8. Peşəyə başladığınız zaman həmkarlarınızdan kimsə sizə məsləhət görübmü? Əgər belədirsə, zəhmət olmasa bir neçə nümunə göstərin.

9. müəllim üzvü kimi rəsmi öhdəliklərinizdən başqa həmkarlarınız üçün mentor olmaq şansınız olubmu?

10. Sizcə, yeni başlayan müəllimlərin işə qəbuluna hansı elementlər daxil edilməlidir ki, onların peşəkar kimi yetişməsinə şərait yaradır?

11. Təcrübəsiz müəllimin inkişafı üçün iş öhdəliklərinizdə hər hansı bir məsuliyyət hiss edirsinizmi? Əgər belədirsə, bu/bu məsuliyyətlər/məsuliyyətlər nə ola bilər? Xahiş edirəm onlardan iki-üçünün adını çəkin.

12. Təcrübəsiz müəllimni dəstəkləyirsinizmi? Əgər belədirsə, hansı dəstəyi verirsiniz? Təcrübəsiz müəllimnin hansı dəstəyi ən dəyərli tapa biləcəyinə inanırsınız?

13. Təcrübəsiz müəllimlərə ilk karyera yolunda nə etməməyi tövsiyə edərdiniz? Peşənizin ilk illərinə qayıtmaq şansınız olsaydı, karyeranızı qurmaq üçün nəyi fərqli edərdiniz?

14. Karyeranızın ilk illərində tədris, peşəkar inkişaf, tədqiqat və nəşriyyatı balanslaşdırmaq baxımından çətinlik çəkdinizmi?

15. Sizcə, peşəkar inkişaf fəaliyyətləri müəllimin inkişafı üçün vacibdirmi? Əgər belədirsə, necə?

16. Karyeranızın ilk illərinə qayıtsanız, təcrübəsiz bir müəllim olaraq hansı dəstəyi aldınız? Təcrübəli bir müəllim olaraq o illərdə hansı dəstəyi almaq istərdiniz, amma almadınız?

Appendix E: Novice Faculties' Protocol

1. What subjects do you teach? How many years have you been teaching?

2. Could you please describe your current job and responsibilities?

   - Your educational background and experience
   - Training or preparation to be hired for your current job.

3. What qualities and competencies are important in teaching in higher education?

4. Before you started teaching, what kind of problems were you expecting to face? Please explain with some examples.

5. Did you feel that you made the right decision to teach in higher education? Were you ready to teach? If yes, how did you feel?

6. Did the administration provide you a mentor as part of your induction? If yes, please describe the role of your mentor/s and the level of support they provided you during your induction process.

7. Do you feel that you are able to fulfill your responsibilities effectively? If so, how and by whom are you encouraged to keep balance between teaching, professional development, research, and publishing? Do you have any difficulties with one of them? If yes, name a few difficulties

8. How do you understand professional development in your career? What sense does it make to you in your development as a faculty?

9. What experiences have you had with your colleagues? Please, be specific and name at least three.

10. Do you think it is easy for you to build relationships with your colleagues, coordinators, or administration? If yes, how do you build these relationships? Please, provide examples.

11. How important is communication for you as a novice faculty? If you find it important, how and by means of what do you communicate with your colleagues, coordinators, or administration? Please, be specific and provide examples.

12. When you face a problem, how do your colleagues, coordinators, or administration cooperate with you? Please explain with some examples.

13. Who do you address questions related to teaching, professional development, and research within the community that you are engaged in? Or do you think that you can handle them yourself without any help from the community? If yes, how?

14. What specific needs do you have? Please, name at least three of them.

15. Do you think your needs are met? If yes, how or in what ways? Please, provide a few examples.

16. To what extent does your collaboration with your colleagues, coordinators, or administration help you? Do you believe in their effectiveness? If yes, how and why? Please be specific and provide a few examples.

17. What type of support would you like to receive from your colleagues, coordinators, and administration nearest in future?

Müsahibə Protokolu

1. Hansı fənləri tədris edirsiniz? Neçə ildir dərs deyirsiniz?

   - Zəhmət olmasa, cari işinizi və vəzifələrinizi təsvir edə bilərsinizmi?
   - Təhsil keçmişiniz və təcrübəniz

2. Hazırkı işiniz üçün işə götürülmək üçün təlim və ya hazırlıq.

3. Ali təhsil müəssisələrində tədris zamanı hansı keyfiyyətlər və səriştələr vacibdir?

4. Müəllimliyə başlamazdan əvvəl hansı problemlərlə qarşılaşacağınızı gözləyirdiniz? Zəhmət olmasa bəzi nümunələrlə izah edin.

5. Ali təhsildə təhsil almağa nə dərəcədə hazır idiniz? Necə hiss etdiniz? Düzgün qərar verdiyinizi hiss etdinizmi?

6. İnduksiyanızın bir hissəsi olaraq rəhbərlik sizə bir mentor təqdim etdi? Əgər belədirsə, lütfən, mentorunuzun rolunu və induksiya prosesində sizə göstərdikləri dəstəyin səviyyəsini təsvir edin.

7. Öz öhdəliklərinizi səmərəli şəkildə yerinə yetirə bildiyinizi hiss edirsinizmi? Əgər belədirsə, necə və kim tərəfindən tədris, peşəkar inkişaf, tədqiqat və nəşriyyat arasında tarazlığı saxlamağa təşviq olunursunuz? Onlardan biri ilə çətinlik çəkirsiniz? Əgər belədirsə, bir neçə çətinliyi qeyd edin.

8. Karyeranızda peşəkar inkişafı necə başa düşürsünüz? Bir müəllim kimi inkişaf etməyiniz sizin üçün nə məna kəsb edir?

9. Həmkarlarınızla hansı təcrübələriniz olub? Zəhmət olmasa, konkret olun və ən azı üç nəfərin adını çəkin.

10. Sizcə, həmkarlarınız, koordinatorlarınız və ya administrasiyanızla əlaqələr qurmaq sizin üçün asandır? Əgər belədirsə, bu əlaqələri necə qurursunuz? Zəhmət olmasa, nümunələr göstərin.

11. Təcrübəsiz bir müəllim kimi ünsiyyət sizin üçün nə dərəcədə vacibdir? Əgər siz bunu vacib hesab edirsinizsə, həmkarlarınız, koordinatorlarınız və ya administrasiyanızla necə və nə vasitəsilə ünsiyyət qurursunuz? Zəhmət olmasa, konkret olun və nümunələr göstərin.

12. Problemlə üzləşdiyiniz zaman həmkarlarınız, koordinatorlarınız və ya rəhbərlik sizinlə necə əməkdaşlıq edir? Zəhmət olmasa bəzi nümunələrlə izah edin.

13. Məşğul olduğunuz icma daxilində tədris, peşəkar inkişaf və tədqiqatla bağlı sualları kimə ünvanlayırsınız? Yoxsa siz elə düşünürsünüz ki, özünüz onların öhdəsindən gələ bilərsiniz? Əgər belədirsə, necə?

14. Hansı xüsusi ehtiyaclarınız var? Xahiş edirəm onlardan ən azı üçünün adını çəkin.

15. Sizcə ehtiyaclarınız ödənilirmi? Əgər belədirsə, necə və ya hansı üsullarla? Zəhmət olmasa bir neçə nümunə göstərin.

16. Həmkarlarınız, koordinatorlarınız və ya rəhbərliklə əməkdaşlığınız sizə nə dərəcədə kömək edir? Onların effektivliyinə inanırsınızmı? Əgər belədirsə, necə və niyə? Zəhmət olmasa konkret olun və bir neçə nümunə göstərin.

17. Gələcəkdə həmkarlarınızdan, koordinatorlarınızdan və administrasiyanızdan hansı növ dəstəyi almaq istərdiniz?

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